DOCUMENT RESUME

ED 392 199 EC 304 630

AUTHOR	Drill, Janet, Comp.; Sorenson, Barbara, Comp.
TITLE	Readings and Resources on Autism. ERIC Mini-Bib.
INSTITUTION	ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	Jul 95
CONTRACT	RR93002005
NOTE	6p.
AVAILABLE FROM	ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1 each, minimum order $5 prepaid).
PUB TYPE	Reference Materials - Bibliographies (131) -- Information Analyses - ERIC Clearinghouse Products (071)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Autism; Books; *Educational Methods; Elementary Secondary Education; Information Sources; Internet; Organizations (Groups); Preschool Education; Scholarly Journals; Videotape Recordings

ABSTRACT

This annotated bibliography and resource guide lists 21 books on autism, published from 1987 through 1995. Books are listed alphabetically by author and include bibliographic information and brief descriptive abstracts. Also included are lists of 23 videos (with sources), four periodicals, four organizational resources, and electronic resources including gopher sites and listservs available through the Internet. (DB)

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Readings and Resources on Autism.
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EC 304630

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ERIC Mini-Bib

July 1995

READINGS AND RESOURCES ON AUTISM

BOOKS

Aarons, M., & Gittens, T. (1992). *The handbook of autism: A guide for parents and professionals*. Routledge, 29 W. 35th St., New York, NY 10001–2291. 28pp.

This book attempts to dispel common myths associated with autism while providing practical, up–to–date suggestions and information for parents and practitioners working with autistic students. The history and etiology of autism are explored, and problems of diagnosis are outlined. Considerations for teaching, management, and counseling of autistic students are included, and possible alternate treatments and cures for autism are described.

Amenta, C. A. III. (1992). *Russell is extra special: A book about autism for children*. Brunner–Mazel Publishers, 19 Union Square, New York, NY 10003. 32pp.

This portrayal of an autistic boy and his family is designed to help children (ages 4–8) and their parents understand this serious developmental disorder. This book uses photographs to illustrate the boy's family life and daily activities. Russell's mood swings, problems with learning, communication, behavior, sleeping, and social skills are detailed.

Berkell, Dianne E. (Ed.) (1992). *Autism: Identification, education, and treatment*. Lawrence Erlbaum Associates, Inc., 365 Broadway, Hillsdale, NJ 07642. 319pp.

This collection of 12 papers is intended to provide an understanding of the autistic syndrome and information regarding effective diagnostic and treatment approaches. Part I introduces the reader to autism by providing an overview of past and current philosophies and practices in the field. Part II deals with intervention practices and strategies including approaches to assessment and instruction. Part III addresses emerging trends in autism such as family involvement and services, early intervention, community integration, and supported employment.

Biklen, D. (1993). *Communication unbound: How facilitated communication is challenging traditional views of autism and ability/disability*. Teachers College Press, Columbia University, 1234 Amsterdam Ave., New York, NY 10027. 221pp.

This book introduces "facilitated communication," a method of assisting people with autism to communicate by means of physical assistance in typewriting. The book is organized around the author's own experience using the facilitated communication method, with examples of fieldwork using qualitative research to illustrate particular points and principals. Experiences of care givers and parents are described, as they confront the controversies surrounding the use of facilitated communication and witness its successes and failures.

Davis, K. (1990). *Adapted physical education for students with autism*. Charles C. Thomas, 2600 S. 1st St., Springfield, IL 62794–9265. 126pp.

This book is written for teachers of physical education, and adapted physical education working with students with autism. Included are the Institute for the Study of Developmental Disabilities Gross Motor Checklist, assessments and reports, a behavior plan, sports skills check lists, adapted sports rules, teaching hints, suggestions for gymnasium activity areas, lists of resources and materials on autism and on gross motor aspects of autism.

Frith, U. (1989). *Autism: Explaining the enigma*. Basil Blackwell, 238 Main St., Suite 501, Cambridge, MA 02142. 208pp.

The theory of autism presented in this book sees the key problem as an inability to integrate pieces of information into coherent wholes, and in so doing make sense of the mind's own activities, thoughts, beliefs, and feelings. The history of autism research is reviewed and key phenomena illustrated through case studies.

Groden, G., & Baron, G. M. (Eds.) (1991). *Autism: Strategies for change. A comprehensive approach to the education and treatment of children with autism and related disorders*. Gardner Press, Inc., 19 Union Square West, New York, NY 10003. 244pp.

This book offers a blueprint on how to bring about change in program planning and management as well as in clinical and educational practice for individuals with autism. The model that is presented emphasizes the importance of children and young adults learning procedures to manage their own behaviors instead of being externally controlled. The model also emphasizes working intensively with families to enhance children's home behaviors and functioning.

Harris, S. L., & Handleman, J. S. (Eds.) (1994). *Preschool education programs for children with autism*. PRO–ED, 8700 Shoal Creek Blvd., Austin, TX 78757-6897. 252pp.

Ten distinguished service providers from a variety of programs for children with autism share detailed descriptions of their classrooms. Some of the programs are in public schools, some are in private schools, and others in universities. Each of the programs provides some opportunities for integration with normally developing or less impaired peers, and each includes parent training. Each program emphasizes the importance of making appropriate plans for the child's movement to a different educational setting beyond the preschool years.

Harris, S. L. (1994). *Siblings of children with autism: A guide for families*. Woodbine House, 6510 Bells Mill Rd., Bethesda, MD 20817. 127pp.

This book provides a guide for parents and family members on how autism affects sibling relationships and how parents can support their other children while coping with the intensive needs of a child with autism. Tips for increasing family communication are offered and suggestions for helping children become better playmates are provided.

Hart, C.A. (1993). *A parent's guide to autism: Answers to the most common questions*. Pocket Books, Simon and Schuster Consumer Group, 1230 Avenue of the Americas, New York, NY 10020. 125pp.

This book for parents attempts to answer some of the most frequently asked questions surrounding autism in children, as well as describing current theory and practice in treating and educating autistic children. The neurological factors thought to cause autism are described, and key terms in discussing autism are defined. The process of diagnosis is explored, and autism is differentiated from pervasive developmental delay. Several chapters focus on autism as a communication disorder, recent research using facilitated communication, school placement, and special educational practices.

Indiana Resource Center for Autism (1989–1991). *Functional programming for people with autism: A series*. Indiana Resource Center for Autism, 2853 E. 10th St., Bloomington, IN 47408 or EDRS 1–800–443–ERIC. 166pp.

This series of nine booklets features the following titles: *Learning to be independent and responsible* (ED363063), *Reading* (ED363064), *Growing towards independence by learning functional skills and behaviors* (ED363065), *Functional school activities* I (ED363066), *Developing a functional and longitudinal individual plan* (ED363067), *Enhancing communication in individuals with autism through the use of pictures and word symbols* (ED363068), *Toileting* (ED363069), *Learning self–care skills* (ED363070), and *Sex education: Issues for the person with autism* (ED363071).

Koegel, R. L. (1988). *How to teach pivotal behaviors to children with autism: A training manual*. EDRS 800–443–ERIC. ED336901. 39pp.

This manual presents a training methodology for use in changing pivotal behaviors of children with autism or other severe disabilities. Behaviors specifically addressed for their far-ranging effects involve motivation and responsivity to multiple cues. Seven instructional points are detailed with both good and poor implementation examples. A partial workbook format encourages the reader to identify appropriate personal applications of each training technique.

Martin, R. (1994). *Out of silence: A journey into language*. Henry Holt and Company, 115 W. 18th St., New York, NY 10011. 300pp.

The book describes one family's experience raising a child who became autistic at 18 months due to side effects of a vaccine. The nature of an autistic child's relationship to language and vocabulary is discussed throughout the narrative, as is the neurological side of language acquisition. The child's use of a keyboard by means of facilitated communication plays a major role in the narrative as a source of insight into his subjective experience of life with autism.

Matson, J. L. (Ed.) (1994). *Autism in children and adults: Etiology, assessment, and intervention*. Brooks/Cole Publishing Co., 511 Forest Lodge Rd., Pacific Grove, CA 93950–5098. 275pp.

This book provides a broad–based and multidisciplinary review of the field of autism, including background, general issues, and specific topics. Chapters include information on definition and assessment, etiology, facilitated communication, program design, differential diagnosis and behavioral assessment, self–injurious behavior, aggression, and remediation through naturalistic language training, behavior modification methods, speech and language characteristics, and social skills training.

Powers, M. D. (1995). *Educating children with autism: A guide to selecting an appropriate program*. Woodbine House, 6510 Bells Mill Rd., Bethesda, MD 20817. 200pp.

This book offers specific and concrete advice for parents of children with autism to help them choose and evaluate educational programs. The author describes key components parents should look for during their evaluation of a school program and provides guidelines for evaluating the effectiveness of education by looking at how successfully a program helps a child reach specified goals. The information provided helps parents make the best match possible between their child and an educational program.

Powers, M. D. (Ed.) (1989). *Children with autism: A parent's guide*. Woodbine House, 6510 Bells Mill Rd., Bethesda, MD 20817. 368pp.

Intended for parents of children with autism, this guide provides important background information as well as practical guidance on managing the child with autism. After an introduction by Bernard Rimland, ten authors contribute chapters covering adjustment to the original diagnosis, daily living, medical problems and treatments, family issues, appropriate educational placement, legal rights, advocacy, and preparing for the future.

Schulze, C. B. (1993). *When snow turns to rain: One family's struggle to solve the riddle of autism*. Woodbine House, 6510 Bells Mill Rd., Bethesda, MD 20817. 216pp.

This book relates a father's experiences raising a son with delayed onset autism. The family's efforts to cope with the diagnosis of the child's condition are described, as is the family's determined 9-year search through a wide variety of treatments and educational programs. Experimental drug treatments, behavior modification programs, home schooling, vitamin and motivational therapy are all explored through the eyes of a father seeking possible solutions to his son's enigmatic disability.

Seifert, C. D. (1990). *Holistic interpretation of autism: A theoretical framework*. University Press of America, 4720 Boston Way, Lanham, MD 20706. 75pp.

The book presents a holistic approach to autism based on the premise that etiology comprises biological (genetic variation) and environmental (stress) factors. The first chapter briefly considers etiology, behavior (biosocial, affective, cognitive, and affective–cognitive), and treatment. The second chapter examines the psychodiagnostic use of human–figure drawing. The third chapter presents a biosocial approach to personality assessment.

Simons, J. M. (1987). *The hidden child: The Linwood method for reaching the autistic child*. Woodbine House, 6510 Bells Mill Rd., Bethesda, MD 20817. 255pp.

The book describes the treatment approach used with autistic children at the Linwood Children's Center in Ellicott City, Maryland. Basic to the Linwood method are four tenets: (1) the child is accepted in his totality; (2) the focus of treatment is on the health of the child; (3) all education is therapy, all therapy is education; (4) therapy is flexible. The three treatment elements are observations, establishing relationships, and changing behaviors. Chapter topics include shaping behavior, limit setting, compulsions, language and thought processes, and social and emotional development.

Simpson, R. L., & Zionts, P. (1992). *Autism: Information and resources for parents, families, and professionals*. PRO–ED, 8700 Shoal Creek Blvd, Austin, TX 78758–6897. 179pp.

This book is written for families of children with autism as well as professionals who are "nonexperts" in the field of autism. It is written in a question-and-answer format, and covers frequently asked questions encountered by the authors in their work with autistic children and their families. Readers are given an overview of concepts and characteristics of autism, background on the disorder, and alternatives, considerations, and strategies for obtaining education, treatment, and support.

Smith, M. D., et al. (1995). *A guide to successful employment for individuals with autism*. Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285–0624. 305pp.

This book provides information on supports and methods that have proven successful in helping people with autism hold jobs. General guidelines on assessment, job development, socialization on the job, and problem solving are provided. Specific information is provided on a number of vocational areas in which people with autism have succeeded. Separate chapters focus on jobs in manufacturing, retail, printing and bulk mailing, food service, warehousing, recycling and delivery, and government.

VIDEOS

ABC Distribution Company, 825 Seventh Ave., New York, NY, 10017.
A lifetime of love

Behavior Research Institute, 240 Laban St., Providence, RI 02909.
Five severely autistic students–before and after education and treatment

Fanlight Productions, 47 Halifax St., Boston, MA 02130. 1–800–937–4113.
Autism: A world apart
Understanding autism

Filmakers Library, 124 E. 40th St., New York, NY 10016. 212–808–4980.
Autism: A strange, silent world
Behind the curtain

Films for the Humanities and Sciences, P.O. Box 2053, Princeton, NJ 08543–2053. 800–257–5126
A is for autism
An autistic child
Who will teach the water to swim?

Focus International, 14 Oregon Dr., Hunting Station, NY 11746–9794.
Behavioral treatment of autistic children

Indiana Resource Center for Autism, Indiana University, 2853 E. 10th St., Bloomington, IN, 47408–2601. 812–855–6508
Autism: Being friends
Autism: Learning to live
Autism: Stubborn love

Building independence through the use of adaptations and enablers
Creative programming for children with autism (Part I Headstart/kindergarten and Part II first grade)
Introduction to autism
Managing behaviors in community settings
School inclusion of a student with autism who is high functioning
Teaching nontraditional communicative behavior

PBS Video, Public Broadcasting Service, 1320 Braddock Pl., Alexandria, VA 22314–1698. 1–800–344–3337.
Autism: Reaching the child within
Prisoners of silence

Variety Pre–Schooler's Workshop, 47 Humphrey Dr., Syosset, NY 11791–4098. 516–921–7171.
A time for Georgia
Jennifer is a lady

PERIODICALS

The Advocate, Autism Society of America, 7910 Woodmont Ave., Suite 650, Bethesda, MD 20814.
Focus on Autistic Behavior, PRO-ED, 8700 Shoal Creek Blvd., Austin, TX 78758–6897.
Journal of Applied Behavior Analysis, University of Kansas, Lawrence, KS 66044.
Journal of Autism and Developmental Disorders, Plenum Publishing Corp., 227 W. 17th St., New York, NY 10011.

RESOURCES

Autism Services Center, The Prichard Building, 605 Ninth St., P. O. Box 507, Huntington, WV 25710-0507; 304-5215-8014.
Autism Society of America, 7910 Woodmont Ave., Suite 650 , Bethesda, MD 20814; 800-328-8476.
National Information Center for Children & Youth (NICHCY), P.O. Box 1492, Washington, DC 20013; 800–695–0285.
Indiana Resource Center for Autism, Indiana University, 2853 E. 10th St., Bloomington, IN. 47408–2601; 812–855–6508

ELECTRONIC RESOURCES

Digests published by the ERIC Clearinghouse on Disabilities and Gifted Education are available for downloading or online reading on the AskERIC Virtual Library: *ericir.syr.edu*

The following Internet sites provide additional information on education or disabilities issues:

Gopher sites:

gopher sjuvm.stjohns.edu
St. John's University, Electronic Rehabilitation Resource Center

gopher inet.ed.gov
U.S. Department of Education

ericir.syr.edu
ERIC Clearinghouse for Information and Technology (ERIC IT), Syracuse University

Listservs:

ANI–L	Autistic people, and for promotion of civil rights Address: *listserv@utkvm1.utk.edu* Post to: *ani–l@utkvm1.utk.edu*
AUTISM	Autism and developmental disabilities Address: *listserv@sjuvm.stjohns.edu* Post to: *autism@sjuvm.stjohns.edu*
DDHEALTH	Health of people with developmental disabilities Address: *listserv@relay.adp.wisc.edu* Post to: *ddhealth@relay.adp.wisc.edu*
OURKIDS	Parents of children with developmental delays Address: *our-kids-request@oar.net* Post to: *our-kids@oar.net*

Note: This bibliography was compiled by Janet Drill and Barbara Sorenson.

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This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. RR93002005. The opinions expressed in this report do not necessarily reflect the positions or policies of OERI or the Department of Education.

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